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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit:HOW THE WROLD WORKS (Maths–Tall - Short)** | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**  **SHAPE AND SPACE:**   * Identify the height Tall - Short | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:** Objects (Non standard units), objects and blocks | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 19 (Jan. 17 – 21) | | | **Time:**  30 min. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class into half groups, ask them to make a line and they have to determine which children are tall and short. Be sure they take turns to observe each others. | | | | | | | | | | | |
| **Main Activity:** The teacher will explain the new vocabulary for them, Shorter, Taller, the Tallest and the Shortest.  Then in pairs they have to measure each other with non standard units, e.g. with agendas, with pencils, with rods.  The teacher encourages them to use the same non standard units to measure. E.g. If any child measures with pencils and rods the teacher will ask: How can we say? How many pencils or how many rods? The teacher will clarify through questions. After that the teacher will invite them to use other non standard unit and compare their heights and then with other partner they can use other material to measure and compare heights.  Attentively the teacher makes the children use the new vocabulary appropriately.  Among them they can select which is the tallest and which is the shortest in this half group.  The next opportunity Chn will have the chance to describe objects and match which is taller than the other, shorter and which is the tallest and the shortest, using non standard units. | | | | | | | | | | | |
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